

Telling Time

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Overall Goal for the Lesson:

Students will be able to tell time to the accurate hour and half hour.

Description of classroom, grade level, and students:

This lesson will be taught on the Smartboard in a first grade classroom with 20 students.

Student Objectives for the lesson.

Given an opportunity to come up the Smartboard, students will be able to accurately tell time to the half hour.

Length of Lesson:

This lesson will be one class period, totaling 40 minutes.

Schedule of Activities:

Students will be working at their desks drawing clocks on their worksheets along with the teacher and student at the Smartboard. Each child will get a chance to come up and write the time on the Smartboard. The teacher will be up at the board. Then, the students will do a few problems on their own at their seat to check for understanding.

PASS Content Standards Addressed

1st Grade Math:

Standard 4: Measurement—The student will develop and use measurement skills in a variety of situations.

- 1. Time:**
 - a. Tell time on digital and analog clocks on the hour and half-hour**

**PASS Instructional Technology Standards (Copy and Paste from:
<http://sde.state.ok.us/Curriculum/PASS/default.html>)**

Standard 3: The student will demonstrate knowledge of technology productivity tool.

- 1. Use general-purpose productivity tools and peripherals to support personal productivity,**

remediate skill deficits, and facilitate learning throughout the curriculum.

2. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.

Standard 5: The student will demonstrate knowledge of technology research tools.

2. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.

Standard 6: The student will demonstrate knowledge of technology problem-solving and decision-making tools.

1. Use technology resources (e.g., calculators, data collection probes, videos, educational software)

Assessments: How will these activities be assessed?

The students will complete a worksheet at their desk that will be assessed after the lesson plan by the teacher. Students coming up to the Smartboard will give immediate feedback to the teacher in order for her to see what needs more time, attention, explaining, etc. The worksheet itself (mainly the problems worked independently) will be the main form of assessment.

Accommodations: How might the lesson need to be adapted for students with special needs?

I would provide clocks with moveable hands using cardboard, a brad, etc. to create a more tangible, tactile manipulative for children who need that (tactile or vision reasons especially). I would also turn the volume on the Smartboard and make the activity be verbal as well so those with visual impairments can see, too.

Materials Needed:

I would need to create the clocks that have moveable hands. I would also need access to a computer and Smartboard/notebook software. I would need to print off clock worksheets for all the students in the class to fill in as we went along.